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ABSTRACT

This manual is designed to assist teacher preparation institutions in developing program plans that enhance the quality of teachers. Part 1, "Timeline of Events in Program Development, Documentation and Evaluation," indicates, in chart form, a sequence of events, persons responsible for these events, and the suggested required information from each event. Part 2, "Program Information and Documentation," describes procedures for submitting program plans to the California Commission for Teacher Preparation and Licensing and provides guidelines for developing necessary program information regarding requirements for institutional involvement, professional education courses, professional competence, and reading courses. Part 3 presents the guidelines as adopted April 1972 by the commission. A glossary of terms used in the manual is provided. (PD)

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# MANUAL FOR DEVELOPING, EVALUATING, AND APPROVING PROFESSIONAL PREPARATION PROGRAM PLANS FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS

1973-74

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COMMISSION FOR TEACHER PREPARATION AND LICENSING
STATE OF CALIFORNIA
SACRAMENTO, 1973

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# MANUAL FOR DEVELOPING, EVALUATING AND APPROVING PROFESSIONAL PREPARATION PROGRAMS FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS PROGRAMS

## INTRODUCTION

The Commission for Teacher Preparation and Licensing believes that the quality of education can be enhanced by improving the quality of teachers. This manual is designed to assist teacher preparation institutions in developing such program plans and should be used to prepare and submit a Program Approval Review Document for Commission evaluation. The information in the manual is presented in three parts.

Part I. Timeline of Events in Program Development, Documentation and Evaluation. The timeline indicates, in chart form, a sequence of events, persons responsible for these events, and the suggested required information from each event.

Part II. Program Information and Documentation. This section describes, in detail, the necessary documentation needed to submit, for approval, program plans which may then become operational September, 1974. The guidelines in Section B of Part II are described to assist users of the manual in developing and supplying necessary program information.

1. Each guideline is numbered so that reference can be made to an identifiable statement easily.

2. Most policy and implementation statements are followed by framed explanatory notes found helpful in using the guidelines in program development.

3. Each implementation statement is followed by a series of "items" indicating acceptable documentation.

Part III. Appendices. The guidelines as adopted April 7, 1972 by the Commission for Teacher Preparation and Licensing appear in this part. These items are included for reference.

Guidelines adopted by the Commission contain this introductory sentence:

> TO PRODUCE THE BEST QUALITY OF TEACHERS POSSIBLE, AND TO CONFORM WITH THE GOALS OF THE STATE BOARD OF EDUCATION AND THE LEGAL REQUIREMENTS OF THE STATE OF CALIFORNIA, THE PROFESSIONAL PREPARATION PROGRAM SUBMITTED FOR COMMISSION APPROVAL MUST BE CONSISTENT WITH THE FOLLOWING POLICIES INCLUDED HEREIN.

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## DEFINITION OF TERMS USED IN THE MANUAL

ADMISSION TO CANDIDACY - The point at which initial selection and screening have been completed and the student is formally included in the continuous monitoring and evaluation process.

COMPETENCE - The attainment of required ability or qualities at a pre-determined level of acceptability.

CONCURRENT COURSE WORK - Course work or other program elements taken during the student teaching experience that directly supports that experience.

COORDINATION - An act of relating and integrating action, process or condition which must include specification of the responsible person or committee.

CROSS-CULTURAL - Extending over one or more groups or classes different from one's own environment.

EVIDENCE - Verification in written or printed form which furnishes proof of existence, process, or rationale.

FIELD EXPERIENCE - Those experiences and activities which place the teacher-candidate in direct contact with public school and community environments and persons.

FORMAL STATEMENT OF INTENT - A written communication to the Commission for Teacher Preparation and Licensing signed by the president of the institution requesting a formal relationship with the Commission. The communication serves as a basis for program development and review.

GUIDELINE ELEMENT - The first-level implementation factors contained in program development and approval guidelines adopted by the Commission for Teacher Preparation and Licensing.

MONITORING - Systematic observation and review of candidate program or process development and effectiveness.

PERFORMANCE - Action that follows established pattern or procedure or which fulfills agreed-upon requirements.

PREREQUISITE PROGRAM - That part of the professional preparation program the candidate must complete prior to entering the student teaching experience.

PROFESSIONAL PREPARATION GUIDELINES - Policy and implementation statements adopted by the Commission for Teacher Preparation and Licensing which constitute criteria for development and approval of both multiple subject and single subject professional preparation programs.

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PROGRAM APPROVAL REVIEW DOCUMENT - A written description of the institution's program(s) for which Commission approval is sought. The description is provided in a format defined by the Commission and substantiates equivalency of the program to the guidelines.

PROGRAM DEVELOPMENT - The step-by-step process which begins with cooperative participation in establishing goals and objectives and culminates in the implementation of a well defined program available to selected candidates. Included in the process of program development is an evaluation and regeneration system.

PROGRAM ELEMENT - Name given to components of the teacher education program, such as course, module, unit, performance package, or other similar designation.

RESOURCES - Personnel, facilities, equipment, agencies, money and other things available to support achievement of the program goals and objectives.

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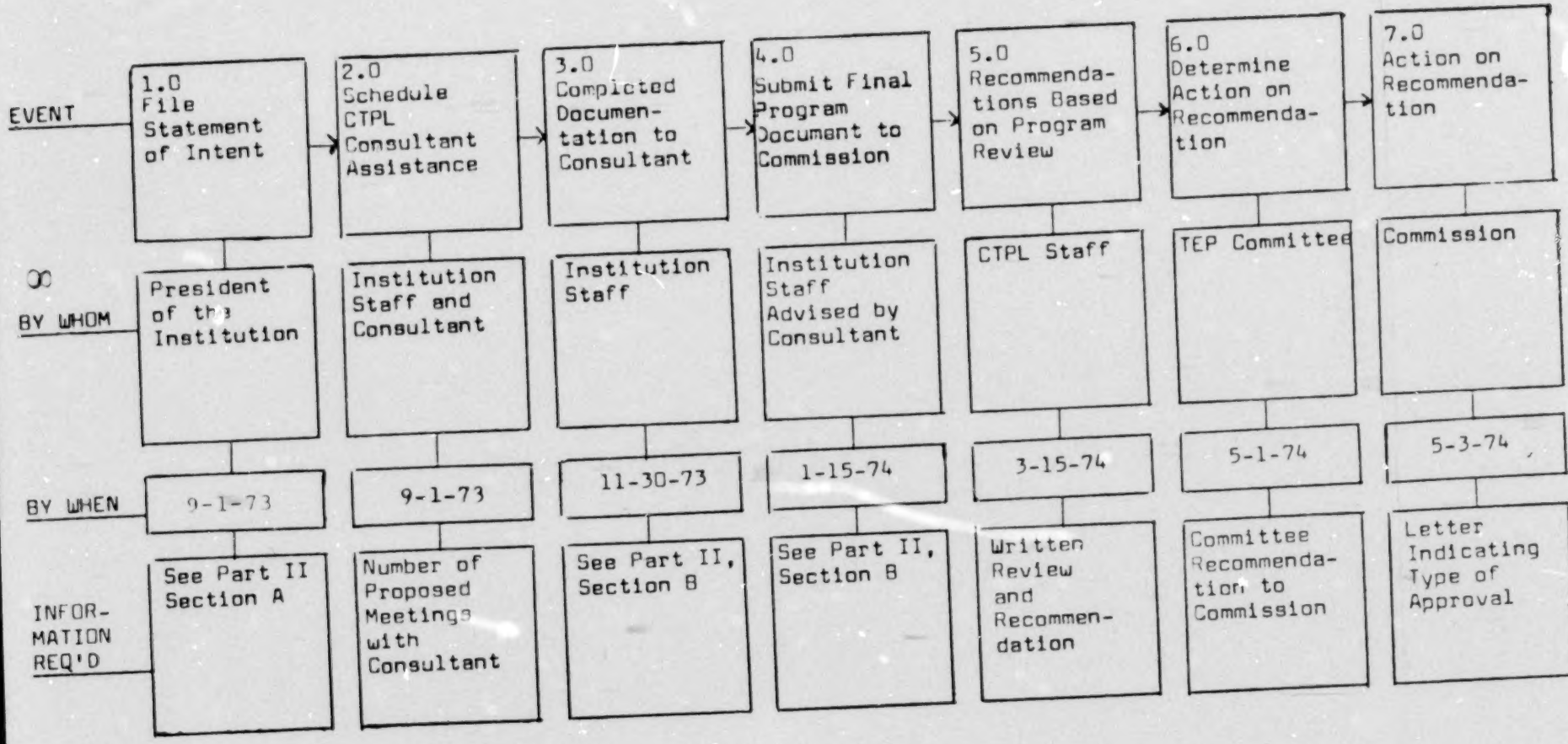
# PART I.

## TIMELINE OF EVENTS IN DEVELOPMENT, DOCUMENTATION, AND APPROVAL OF PROGRAM PLANS

PART I.

TIMELINE OF EVENTS IN DEVELOPMENT, DOCUMENTATION, AND APPROVAL OF PROGRAM PLANS

1973-74



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# PART II.

## PROGRAM INFORMATION TO BE SUBMITTED

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Section A. Statement of Institutional Intent. Institutions wishing to submit program plans for approval that become operative in September, 1974 shall file a statement of their intention by August 1, 1973. This should be a written statement signed by the president of the institution addressed to the Commission for Teacher Preparation and Licensing and should include the following:

1. The cortact person responsible for all programs designated
2. The types of programs for which approval will be sought
3. The projected enrollment in above programs for 1974 & 1975
4. The expected date of operation
5. The tentative long-range plans for full implementation of other professional preparation programs under the Ryan Act.

Credentials other than those authorized by the Ryan Act will not be issued on an initial basis after September 14, 1974.* Institutions planning to operate Ryan Act teacher education programs during 1974-75 must have Commission approval for such program plans prior to September, 1974.

**Section B. Program Approval Review Document. The basis on which programs are to be evaluated and approved is the extent to which the Program Approval Review Document submitted provides a statement from the President of the institution acknowledging approval of the program plans, and meets each element of the guidelines approved by the Commission for Teacher Preparation and Licensing on April 7, 1972. (See Appendix A). In describing and documenting programs, each institution ir asked to present information in two parts.**

1. A brief over-view of the proposed program showing:

   a. Transmittal letter from President acknowledging approval

   b. Program goals

   c. Program design - Courses, modules, or other experiences offered, time blocks, sequences of experiences. If multiple designs are available each should be given.

   d. Means by which the program goals are to be achieved

   e. Evaluation design and means

   f. Plans for future program revision and development

* Unless the candidate is on the institution's control list

2. Documentation indicating that the program is in compliance with the adopted guidelines. The narrative for each element should include four essential kinds of information as follows:

   a. A description of the ways in which the program meets the requirement.

   b. Supporting and identifiable evidence that the program meets the requirement as stated.

   c. A statement of ways in which the program is at variance with the guideline element.

   d. A plan for modifying the program to meet each guideline element requirement not fully met. The plan should include a time-frame, means, and a scheme for carrying out this plan.

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Program Approval Review Document Format. The narrative should be presented in the following format:

1.0 Institutional Requirements

1.1 (Policy Statement)

1.1.1 Guideline element

Element met as follows: Your description (2.a above)

Supporting evidence: Your supporting documents cited with location noted (2.b above)

Element not met as follows: Your description (2.c above)

Plan for full compliance: Timeline and events (2.d above)

1.1.2 (Next guideline element)

etc....

The guidelines presented are serially numbered. Each element has explanatory notes and examples of acceptable evidence for documentation.

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## GUIDELINE 1.0 INSTITUTIONAL REQUIREMENTS

The quality of a program for the preparation of teachers, is dependent upon total institution commitment to and involvement in developing and coordinating that program. Total commitment includes

a. The coordination of all facets of personnel involved in the preparation of teacher candidates.

b. The provision of adequate resources, human, material, and fiscal, for implementing the program.

c. The provision of thorough training in subject matter areas.

d. The development and effective application of a coordinated candidate selection, counseling and evaluation system.

1.1.0 THE INSTITUTION SHALL ENSURE COOPERATION AND COORDINATION OF ALL THOSE WHO ARE PARTICIPANTS IN THE PREPARATION OF CANDIDATES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.1.1 Evidence of broad institutional involvement in and a commitment to program development.

> *Within the teacher education institution:* The teacher preparation program should be an institutional program designed, implemented and supported by appropriate all-campus committees, division heads, academic offices, and the institutional administration. The program should be viewed, developed, and implemented as a total campus enterprise.

Documentary evidence for 1.1.1 to include but not be limited to a description of:

a. The composition of committees or groups involved and the relationship of one committee to the other.

b. Frequency of involvement of groups.

c. Steps groups go through in producing decisions related to program development.

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1.1.2 Cooperating communities, school districts, teachers, and teacher candidates, carefully selected, involved in, and committed to program development.

> *Between the institution, school system, and community:* The involvement of school district personnel, teacher candidates, and community agencies in program development, implementation, and evaluation should be reflected in the program activities as stated. School districts should insure minority participation in proportion to minorities in communities served. Communications from the school district should include responses from parents and groups in communities served. Evidence should be provided to show that contributions from all groups were included in developing the program.

Documentary evidence for 1.1.2 to include but not be limited to a description of:

a. The frequency, purposes and results of involvement of all participants including lay, non-educator, members of the communities served.

b. The basis on which all participants are selected.

1.2.0 THE INSTITUTION SHALL PROVIDE THE HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE TEACHER EDUCATION PROGRAM.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.2.1 Provisions for the continual improvement of the institution's staff and the improvement of the cooperating teachers in the school districts.

> *Staff Commitments:* Staff assigned from both the teachers' education institution and from the public schools to work with teacher candidates should be:
>
> --Committed to achieving stated goals and objectives of the program.
>
> --Sensitive to the needs and skills of teacher candidates.

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--Able to create a learning environment conducive to creativity, independence, self-directed learning, and self improvement for teacher candidates, for themselves, and for other personnel involved in the program.

--Able to view themselves as models for the development of the teacher candidate's attitudes and behaviors.

--Thoroughly grounded in a subject matter area or areas.

--Able to promote learning

Documentary evidence for 1.2.1 to include but not be limited to

a. Statement of objectives for continual staff improvement which relate directly to program requirements, and a formal plan for achieving these objectives.

b. List of significant events that will take place for staff improvement which relates to objectives in 'a' above. Give the purpose, nature and frequency of each event.

c. Statement of objectives for continual cooperating teachers' improvement which relate directly to program requirements, and a formal plan for achieving these objectives.

d. List of significant events that will take place for cooperating teachers' improvement which relates to objectives in 'c' above. Give the purpose, nature and frequency of each event.

1.2.2 Assessment and assignment of appropriate institutional resources to various aspects of the preparation program.

*Material Resources:* The effectiveness of any program ultimately depends upon the availability and proper use of appropriate resources. The teacher preparation institution should make available all material resources necessary for the achievement of the stated objectives of the programs. These resources should be sufficient in quantity and quality to maintain the program as designed.

Documentary evidence for 1.2.2 to include but not be limited to:

a. Verification of appropriate assignments of people, facilities and funds to implement the program.

b. Evidence that staff, material, and facility allocations are based upon an assessment of program requirements.

c. A description of staff and how it will be utilized in the program.

1.2.3 Assessment and utilization of appropriate community resources.

> *Community Resources:* Effective teacher functioning requires that the community and its total resources, both human and material, be known and used effectively. The proper education of teachers will require that the candidate be provided an opportunity to acquire knowledge of the community, educational, social, commercial, and governmental agencies supportive of program requirements; and skills in utilizing these resources in promoting learning.

Documentary evidence for 1.2.3 to include but not be limited to a description of a formal plan

--for assessment and utilization of community resources, supportive of program requirements, giving methods and procedures used in identification, assessment and utilization.

1.3.0 THE INSTITUTION SHALL PROVIDE FOR THE CANDIDATE TO MEET THE SPECIFIC SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR THE INTENDED CREDENTIAL.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.3.1 Program ensures subject matter competence of candidates.

> *Subject Matter Competence:* The institution should provide teachers with knowledge of and experience with the content and processes of one or more subject matter areas and with an assured level of competence. The institution should develop performance criteria for teacher candidates who are expected to complete the subject matter programs. These criteria should be used in planning experiences for and assessing the ability of teacher candidates in the subject matter areas.



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Documentary evidence for 1.3.1 to include but not be limited to a description of:

a. The provisions for verifying subject matter competence of candidates within the required professional preparation program.

b. Means for assuring that coursework has defined objectives that are consistent with the scope and content of the Commission's appropriate subject matter examinations.

c. Evidence that the institutional evaluation measures defined objectives of courses described.

1.3.2 Course content related to subjects commonly taught in the public schools, as specified in the statutes and described in the curriculum frameworks adopted by the California State Board of Education.

> *Relation of Content to Curriculum Frameworks:* Content of significance in any subject matter area should be related to what is taught in the public schools. This suggests that subject matter content be related but not limited to the suggested subject matter used in public schools. The series of State Curriculum Frameworks prepared by Advisory Committees in each subject matter area and adopted by the State Board of Education form the basis for the development of courses of study as well as the selection of textbooks used in public schools. Programs designed to stress subject matter competence for teacher candidates should reflect an awareness of and a responsiveness to the suggestions and requirements of the State Framework for the subject matter area (see Appendix B).

Documentary evidence for 1.3.2 to include but not be limited to evidence of how course content is related to the suggested subject matter requirements of the State Curriculum Frameworks.

1.4.0 THE INSTITUTION SHALL PROVIDE THAT CANDIDATE SELECTION AND EVALUATION BE A SIGNIFICANT PART OF THE TOTAL PROGRAM.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.4.1 Requirements for candidates' admission to the program of teacher preparation based on a broad index, including

- Academic achievement
- Absence of criminal conviction that would preclude the issuance of a credential

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Other elements such as the following should be included:

. Interview

. Written recommendations

. Prior experience with children and youth groups

Documentary evidence for 1.4.1 to include but not be limited to a description of:

a. The factors that are used to decide admissibility including determination of absence of criminal record which would preclude licensing and acceptability of academic achievement.

b. The point(s) at which admission takes place.

1.4.2 Provisions for a systematic evaluation, counseling, and advising program for candidates admitted to the teacher education programs.

| |
|---|
| Candidates guidance through the program requires a systematic program of advising and counseling which is based on an evaluation of the candidate's program objectives. |

Documentary evidence for 1.4.2 to include but not be limite to:

a. A guidance system based on an evaluation of the candidate's program objectives.

b. Citation of the types of evaluation
(1) Self-evaluation
(2) External evaluation.

c. Evaluation documents

d. The record of the counseling

e. Number of times the student is counseled

f. Advisor load

1.4.3 Specific criteria listed for continuance of teacher candidates in the program, including but not limited to:

. Character and other personal attributes, e.g., positive attitude, personal fitness, human responsiveness.

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Documentary evidence for 1.4.3 to include but not be limited to a description of:

a. The specific criteria used for continuance

b. The process used in determining continuance, steps, by whom applied, types of action, appeal.

1.4.4 Provisions for final review and evaluation of candidates upon completion of program and prior to recommendation of candidates for credential. Criteria to include, but not be limited to:

. No candidate shall be recommended for credentialing unless he has demonstrated competence in reading, writing, and speaking English.

Documentary evidence for 1.4.4 to include but not be limited to a description of:

a. The specific activities performed in final review and evaluation, including:

(1) Evidence that the final review process evaluates the candidate competencies consistent with the Professional Competence Requirements stated in your Program Approval Review Document
(2) Who is responsible
(3) Under what conditions are the final review and evaluation conducted

b. Specific criteria for evaluating candidates' capability in reading, writing, and speaking English, and how the competence is demonstrated.

1.4.5 Provisions for evaluation of graduates after initial employment.

*Evaluation after Initial Employment:* The cooperative effort between public school systems and teacher education institutions makes possible continuing education and assessment. Institutions should seek to bring about arrangements with school systems that assures collection, analysis, and utilization of data from a valid representative sample of graduates from your program, after initial employment, that is consistent with the Professional Competence Requirements stated in your Program Approval Review Document.

Documentary evidence for 1.4.5 to include but not be limited to a description of:

a. Types of data collected

b. Sample instruments used

c. Sources of data

d. Number and proportion of graduates surveyed

e. Procedures used for collection, analysis, and utilization specified.

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1.4.6 Provisions for evaluation and improvement of the total professional preparation program on the basis of candidates' and graduates' performance.

> *Evaluation for Program Improvement:* The institution should develop a systematic program for collecting and evaluating data on the performance of its graduates. Data collected should be used in making changes in the teacher preparation program in order to improve the performance of teachers trained in the program. Institutions may seek to work with school districts, concurrently, in developing assessment of teacher performance and a follow-up evaluation of its graduates. Such a program when combined with the completion of the fifth year requirements, would enhance the potential of school district - institutional collaboration in the education of teachers.

Documentary evidence for 1.4.6 to include but not be limited to a description of:

a. Types of data collected

b. Sample instruments used

c. Sources of data from representative sample

d. Teacher candidates and graduates surveyed

e. Procedures for collection, analysis, and utilization specified

f. How data will be used for program improvement

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## GUIDELINE 2.0 PROFESSIONAL EDUCATION COURSE REQUIREMENTS

Professional education courses constitute a vital part of the professional preparation of teachers. These courses, along with the candidates subject matter program, general education requirements, and student teaching, make up the basic formal program from which the teacher candidate carries out his teaching function. This guideline relates only to professional education courses.

2.1.0 THE INSTITUTION SHALL PROVIDE A PROGRAM OF PROFESSIONAL EDUCATION SUITABLE AND ADEQUATE TO THE GOALS DEFINED AND ONE WHICH PROVIDES FOR THE DEVELOPMENT OF NECESSARY UNDERSTANDINGS AND COMPETENCIES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

2.1.1 At least nine semester units of professional education courses approved by the Commission:

> *Required Professional Education:* The time devoted to required professional education for the preliminary credential is limited to that normally required for nine semester units of course work. Each institution is encouraged to use its own pattern of experiences in developing these competencies.

Documentary evidence for 2.1.1 to include but not be limited to a description:

a. Specifying that the professional preparation program contains at least nine semester units in Professional Education Coursework, exclusive of a three unit course in reading.

b. Of all available patterns in which the required Professional Preparation Program unit requirement can be met.[1]

c. **Specifying the number of units in the academic year.**

[1] The Professional Preparation Program must include one semester of full-time student teaching equivalent to not less than 12 semester units in programs of 24 semester units or less. **Programs in excess of 24 semester units shall provide student teaching equal to no less than one-half of the total program in semester units or equivalent measures, in accordance with the Ryan Act.**

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## GUIDELINE 3.0 STUDENT TEACHING REQUIREMENTS

Practical field experience, provided for the candidate to acquire and demonstrate competencies as a teacher, is a primary aim of the Ryan Act. This practical experience, within the school environment, must be well designed as an intensive and realistic experience.

3.1.0 THE INSTITUTION SHALL PROVIDE A STUDENT TEACHING EXPERIENCE WHICH IS TO RECEIVE THE MAJOR EMPHASIS IN THE PROFESSIONAL PREPARATION PROGRAM, AND SHALL PROVIDE FOR INTENSIVE, THOROUGH, REALISTIC EXPERIENCE WITH CONTINUOUS AND VARIED RESPONSIBILITIES IN THE SCHOOL WITH THE EMPHASIS ON CLASSROOM INSTRUCTION.

The following factors shall be included in a professional preparation program submitted for Commission approval:

3.1.1 No more than 12 semester units may be designated as prerequisites to student teaching.

- Maximum of nine semester units in professional education.
- Three or four semester units in teaching of reading.

Documentary evidence for 3.1.1. Provide a list of prerequisite required professional preparation program elements and the number of units for each with the unit count clearly displayed.

3.1.2 Indication in specific terms of how each offering in professional preparation will contribute effectively to the experience, performance, and excellence of the candidates.

Documentary evidence for 3.1.2 to include but not be limited to a description of:

a. The goals and objectives stated in measurable terms for each of the required professional preparation program elements, accompanied by a statement showing how each course performance requirement is intended to contribute to the excellence of the candidate during student teaching.

b. The minimum experiences to be provided the candidate in each required professional preparation program element, in order to attain the objectives specified for each element.

c. The minimum criteria by which the candidate's performance shall be measured, as related to the objectives specified for each required professional preparation program element.

d. List of the learner's responsibilities in terms of the selected criteria.

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e. Description of provisions made for each teacher candidate to know precisely what is expected of him in each program element (professional coursework, field experience, and student teaching) exactly how he is expected to accomplish it.

3.1.3 Provision for the administration and monitoring of the entire student teaching prerequisite program.

> Administration and Continuous Review: The total required professional preparation program should be designed to assist the candidate to function effectively during the student teaching experience. The institution should provide resources for maintaining:
>
> 1. A continuous review and evaluation system designed to ensure that the objectives for the required professional preparation program elements are directly related to and articulated with student teaching objectives.
>
> 2. A pattern for efficient and effective administration of the required total professional preparation program, including student teaching.

Documentary evidence for 3.1.3 to include but not limited to a description of:

a. The system for administering and monitoring the required professional preparation program to ensure that each program element continues to provide the understandings and competencies required for student teaching, including methods used for coordination and control.

b. Title(s) of person(s) responsible for implementing the monitoring system and specific monitoring responsibilities related to each required professional preparation program element.

c. Title of person responsible for overall administration of the monitoring system.

d. How the information is gathered, analyzed, and disseminated.

3.1.4 Field Experience, including student teaching, offered in the regular four-year undergraduate program.

> Field Experience: The broad range of experiences in the schools and communities should provide contacts with students, teachers, administrators, and community personnel in a variety of settings. (Required of public institutions and permitted in private institutions)

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Documentary evidence for 3.1.4 to include but not be limited to:

a. List of the types of field experience made available to candidates.

b. Identification of the points at which the field experiences occur in the four year program.

3.1.5 Provision for a student teaching experience, including:

- One semester of full-time student teaching (not less than 12 semester units) or its equivalent.
- Student teaching experience that is intensive, extensive and varied for each candidate.
- Cross cultural.
- Reasonable and limited concurrent coursework.

Student Teaching: The basic program and all alternative programs shall -

-- have one semester of full time student teaching equivalent to not less than 12 semester units in programs of 24 semester units or less. Programs in excess of 24 semester units shall provide student teaching equal to no less than one-half of the total program in semester units or equivalent measure.

-- provide student teaching experience at more than one level.

-- assure sufficient experience in full day teaching for the candidate to demonstrate attainment of skills and competencies necessary to assume a full instructional role without master teacher support.

-- assure student contact sufficient, at least for the candidate to demonstrate with individual students, small groups, and whole classes each and all of the understandings and competencies specified by the institution in response to the Professional Competency Requirements of the Commission's guidelines.

-- assure for each candidate, a student teaching experience in one cultural setting substantially different from his own.

-- assure that where concurrent coursework is required it substantially contributes to the candidate's development and demonstration of the understandings and competencies specified in the program.

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Documentary evidence for 3.1.5 to include but not limited to a description of:

a. Indication of levels of assignment.

b. Description of length in each assignment.

c. Description of the daily assignment.

d. Description of the specific outcomes the student teaching is designed to achieve.

e. Description of the degree of involvement in the non-teaching phase of the school's program.

f. Description of ethnic and socio-economic composition of schools in which teachers are assigned.

g. Description of how the cross-cultural experiences are provided.

h. List of the concurrent coursework required of student teachers.

3.2.0 THE INSTITUTION SHALL PROVIDE FOR THE COOPERATION AND COORDINATION OF ALL WHO ARE PARTICIPANTS IN THE PREPARATION OF CANDIDATES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

3.2.1 Careful screening in the selection of master teachers and student teacher supervisors.

> Master Teacher Selection: The institution should establish valid criteria and procedures for selecting regular teachers and college supervisors who guide the training experiences of the candidate. Regular teachers who work with teacher candidates are key persons in their training. These teachers should be models for the behavior of teacher candidates during and after student teaching.

Documentary evidence for 3.2.1 to include but not be limited to:

a. Specific list of criteria used in selecting the master teacher.

b. Description of the decision-making process for screening and selection of the master teacher.

c. Specific list of criteria used in selecting the college supervisor.

d. Description of the decision-making process for screening and selection of the college supervisor.

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3.2.2 Cooperation and coordination between college supervisors, master teachers, and candidates.

> Coordination of the Training Team: The institution should provide for the coordination of all resources used in the education of the candidates. The candidate should be aware of the coordination efforts of his training team.

Documentary evidence for 3.2.2 to include but not be limited to a description of:

a. The system for coordination and cooperation among all individuals involved in the student teaching component of the program.

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## GUIDELINE 4.0 PROFESSIONAL COMPETENCE REQUIREMENTS

**4.1.0** THE INSTITUTION SHALL PROVIDE FOR A PROFESSIONAL PREPARATION PROGRAM WHICH WILL DEVELOP UNDERSTANDINGS AND DEMONSTRABLE COMPETENCIES IN CANDIDATES.

> Institutions may provide for the candidate to extend his competencies well beyond any stated minimums by individualizing and personalizing programs in a variety of ways. The scope and range of objectives selected should reflect the unique philosophy and professional orientation of each institution and should be based on identified needs.

The following factors shall be included in a professional preparation program submitted for Commission approval:

**4.1.1** Provision for the development of understandings and competencies, including but not limited to:

- Professional and legal requirements and responsibilities.
- Self-assessment and self-improvement.
- Communication processes between teacher-pupil, teacher-parent, teacher-colleague, teacher-community, teacher-administrator.
- Knowledge of cultural differences in students and communities.
- Diagnosis of learning problems of students.
- The learning process.
- Evaluation of student achievement.
- Prescription and direction of student learning programs.
- Selection and use of various instructional materials.

**4.1.2** Provision for the development of understandings of and competencies in classroom conduct and organization, including but not limited to:

- Environment and atmosphere of the classroom.
- Various types of classroom organization, e.g., self-contained, team teaching.

- Planning and development of measurable performance objectives and lessons for individuals and groups on a daily, weekly, and long-term basis.

4.1.3 Provision for the development of understanding and competence in teaching techniques, including but not limited to:

- Discussion
- Critical thinking, problem solving
- Question - answer process
- Controversial and sensitive topics

4.1.4 Provision for the development of understandings and competencies in effective use of subject matter, including but not limited to:

- Organization
- Selection
- Presentation
- Application
- Interpretation

Documentary evidence for 4.1.1 through 4.1.4 to include a comparative program summary (matrix) relating required professional program objectives defined in 3.1.2, to the above stated professional competence requirements.

## GUIDELINES 5.0 READING COURSE REQUIREMENTS

To be able to facilitate learning in all areas, the teacher candidate must be able to assist his students in comprehending and interpreting written materials. Therefore, the institutions should provide the teacher candidate with knowledge and skills needed to teach students to read.

5.1.0 THE INSTITUTION SHALL PROVIDE A COMPREHENSIVE COURSE IN THE TEACHING OF READING NOT TO EXCEED 4 SEMESTER UNITS OR THE EQUIVALENT IN WHICH THE CANDIDATE WILL DEMONSTRATE A KNOWLEDGE OF VARIOUS METHODS OF TEACHING READING TO A LEVEL DEEMED ADEQUATE BY THE COMMISSION.

The following factors shall be included in a Professional Preparation Program submitted for Commission approval:

5.1.1 Understand the nature of reading.

The teacher candidate should demonstrate knowledge of:

-- the interrelatedness of listening, speaking, reading, writing and thinking, and the psychology and physiology underlying these processes.

-- environmental factors that influence the desire and ability to learn to read, and the need of cultural reinforcement.

5.1.2 Understand methods and materials for teaching reading skills.

The teacher candidate shall demonstrate a knowledge of and ability to use effective teaching methods in developing the following skills:

-- word recognition and analysis;

-- vocabulary and concept development;

-- linguistic analysis, including intonation, sentence patterns and structure;

-- comprehension (including the literal, interpretive, critical, and creative aspects);

-- Study techniques in the content field;

-- library and reference techniques;

-- reading aloud

The teacher candidate shall demonstrate the ability to analyze and use a variety of materials for teaching the seven skill areas listed immediately above, including state adopted texts and other media.

5.1.3 Devise classroom techniques and materials that provide for diversity in pupil abilities and that also provide for ethnic and socio-economic factors. Use imagination in organizing instruction, and preparing and using appropriate materials to meet individual differences.

· Diagnostic and prescriptive teaching to provide for individual differences.

The teacher candidate shall demonstrate the ability to use:

-- criterion-based, standardized, and other appropriate tests to construct profiles of skill needs of pupils;

-- suitable record and skill profiles for planning instruction;

-- flexible organization of classes for various kinds of learning;

-- skillful questioning techniques;

-- differentiate reading assignments from content texts.

The teacher candidate shall demonstrate knowledge of:

-- pupil's psychological, physical, emotional, and social characteristics which affect their reading.

5.1.4 Understand theories, programs, and organization for teaching of reading.

The teacher candidate shall demonstrate knowledge of:

-- theories of teaching reading;

-- reading instructional approaches;

-- the varieties of school organization for teaching reading (i.e. self-contained class, open space, departmentalized).

5.1.5 Stimulate pupils' interest in reading.

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| The teacher candidate shall demonstrate ability:<br><br>-- to stimulate pupils' interest in reading;<br><br>-- to be sensitive to deterrents to reading English, including family and peer factors and ethnic, socio-economic, regional, and linguistic differences;<br><br>-- as a model reader and communicator and a knowledge of how teacher expectations affect pupils' learning. |

5.1.6 Understand critical challenges for reading teachers, including but not limited to:

· Understanding of ethnic, socio-economic, and dialectal differences which can deter reading progress.

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| The teacher candidate shall demonstrate awareness of and ability to make effective use of:<br><br>-- techniques for evaluating his own teaching of reading;<br><br>-- approaches to inservice in reading;<br><br>-- professional organizations, journals, and texts as sources of knowledge and local sources (book shops, school supply houses, storytellers) as materials and resources for teaching reading. |

Documentary evidence for 5.1.1 through 5.1.6 to include a comparative program summary (matrix) relating required professional program objectives defined in 3.1.2, to the above stated professional competence requirements.

5.2.0 THE INSTITUTION SHALL PROVIDE THE CANDIDATE WITH EXPERIENCES WITHIN THE SCHOOL SETTING.

The following factors shall be included in a Professional Preparation Program submitted for Commission approval:

5.2.1 Apply knowledge and skills of reading instruction within a school setting, such as laboratory and tutorial experiences.

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| The teacher candidate shall spend a specified number of hours teaching reading both to individuals and to groups of pupils and shall demonstrate successful application of knowledge and skills of reading instruction within the school setting, in such experiences as laboratory and tutorials. |

Documentary evidence for 5.2.1 to include but not be limited to a statement identifying the location and the evaluation of the field experiences which directly relate to the application of skills and knowledge from the program in the teaching of reading.

5.3.0 THE INSTITUTION SHALL REQUIRE THE CANDIDATE TO DEMONSTRATE HIS ABILITY TO READ WELL.

The following factors shall be included in a Professional Preparation Program submitted for Commission approval:

5.3.1 Demonstrate fluent oral reading and his knowledge of word structure, comprehension, analysis of author's purpose, and flexibility.

Documentary evidence for 5.3.1 to include but not be limited to a description of the means used for the candidate to demonstrate his oral reading ability within the reading course.

# PART III.

# APPENDICES

STATE OF CALIFORNIA RONALD REAGAN, Governor

COMMISSION FOR TEACHER PREPARATION AND LICENSING

GEORGE A. GUSTAFSON, Executive Secretary
1020 O STREET
SACRAMENTO 95814

# GUIDELINES ESTABLISHED BY THE COMMISSION FOR TEACHER PREPARATION AND LICENSING

The Commission believes that the quality of education can be enhanced by improving the quality of teachers. To produce the best quality of teachers possible and to conform with the goals of the State Board of Education and the legal requirements of the State of California, the professional preparation program submitted for Commission approval must be consistent with the guidelines on the following pages.

These guidelines were adopted by the Commission for Teacher Preparation and Licensing at its regular meeting held on April 7, 1972.

PROFESSIONAL PREPARATION

To produce the best quality of teachers possible, conformity with the goals of the State Board of Education and the legal requirements of the State of California; the professional preparation program submitted for Commission approval must be consistent with the following policies:

| POLICIES | IMPLEMENTATION |
|---|---|
| A. INSTITUTIONAL REQUIREMENTS<br>1. The institution shall ensure cooperation and coordination of all those who are participants in the preparation of candidates. | The following factors shall be included in a professional preparation program submitted for Commission approval:<br>--- Evidence of broad institutional involvement in and a commitment to program development.<br>--- Cooperating communities, school districts, teachers, and student candidates, carefully selected, involved in, and committed to program development. |
| 2. The institution shall provide the human and material resources needed to carry out the teacher education program. | --- Provisions for the continual improvement of the institution's staff and the improvement of the cooperating teachers in the school districts.<br>--- Assessment and assignment of appropriate institutional resources to various aspects of the preparation program.<br>--- Assessment and utilization of appropriate community resources. |
| 3. The institution shall provide for the candidate to meet the specific subject matter knowledge requirements for the intended credential. | --- Program ensures subject matter competence of candidates.<br>--- Course content related to subjects commonly taught in the public schools, as specified in the statutes and described in the curriculum frameworks adopted by the California State Board of Education.<br>(SPECIFIC GUIDELINES TO BE DEVELOPED IN THIS AREA.) |
| 4. The institution shall provide that candidate selection and evaluation be a significant part of the total program. | --- Requirements for candidates' admission to the program of teacher preparation based on a broad index, including:<br>. Academic achievement.<br>. Absence of criminal conviction that would preclude the issuance of a credential.<br>Other elements such as the following should be included:<br>. Interview.<br>. Written recommendations.<br>. Prior experience with children and youth groups. |



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| POLICIES | IMPLEMENTATION |
|---|---|
| A,4, Continued: | --- Provisions for a systematic evaluation, counseling, and advising program for candidates admitted to the teacher education programs.<br><br>--- Specific criteria listed for continuance of teacher candidates in the program, including but not limited to:<br><br>. Character and other personal attributes, e.g., positive attitude, personal fitness, human responsiveness.<br><br>--- Provisions for final review and evaluation of candidates upon completion of program and prior to recommendation of candidates for credential. Criteria to include, but not be limited to:<br><br>. No candidate shall be recommended for credentialing unless he has demonstrated competence in reading, writing, and speaking English.<br><br>--- Provisions for evaluation of graduates after initial employment.<br><br>--- Provisions for evaluation and improvement of the total professional preparation program on the basis of candidates' and graduates' performance. |
| B. PROFESSIONAL EDUCATION COURSE REQUIREMENT<br><br>1. The institution shall provide a program of professional education suitable and adequate to the goals defined and one which provides for the development of necessary understandings and competencies. | --- At least nine semester units of professional education courses approved by the Commission. |
| C. STUDENT TEACHING REQUIREMENTS<br><br>1. The institution shall provide student teaching experience which is to receive the major emphasis in the professional preparation program, and shall provide for intensive, thorough, realistic experience with continuous and varied responsibilities in the school with the emphasis on classroom instruction. | |



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| POLICIES | IMPLEMENTATION |
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| C,1, Continued:<br><br>a. Student teaching prerequisite | --- No more than 12 semester units may be designated as prerequisites to student teaching.<br><br>. Maximum of nine semester units in professional education.<br><br>. Three or four semester units in teaching of reading.<br><br>--- Indication in specific terms of how each offering in professional preparation will contribute effectively to the experience, performance, and excellence of the candidates.<br><br>--- Provision for the administration and monitoring of the entire student teaching prerequisite program. |
| b. Student teaching | --- Field experience, including student teaching, offered in the regular four-year undergraduate program.<br><br>--- Provision for a student teaching experience, including:<br><br>. One semester of full-time student teaching (not less than 12 semester units), or its equivalent.<br><br>. Student teaching experience that is intensive, extensive, and varied for each candidate.<br><br>. Cross-cultural.<br><br>. Reasonable and limited concurrent coursework. |
| 2. The institution shall provide for the cooperation and coordination of all who are participants in the preparation of candidates. | --- Careful screening in the selection of master teachers and student teacher supervisors.<br><br>--- Cooperation and coordination between college supervisors, master teachers, and candidates. |
| D. PROFESSIONAL COMPETENCE REQUIREMENTS<br><br>1. The institution shall provide for a professional preparation program which will develop understandings and demonstrable competencies in candidates. | --- Provision for the development of understandings and competencies, including but not limited to:<br><br>. Professional and legal requirements and responsibilities.<br><br>. Self-assessment and self-improvement. |



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| POLICIES | IMPLEMENTATION |
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| D,1, Continued: | . Communication processes between teacher-pupil, teacher-parent, teacher-colleague, teacher-community, teacher-administrator.<br>. Knowledge of cultural differences in students and communities.<br>. Diagnosis of learning problems of students.<br>. The learning process.<br>. Evaluation of student achievement.<br>. Prescription and direction of student learning programs.<br>. Selection and use of various instructional materials.<br>--- Provision for the development of understandings of and competencies in classroom conduct and organization, including but not limited to:<br>. Environment and atmosphere of the classroom.<br>. Various types of classroom organization, e.g., self-contained, team teaching.<br>. Planning and development of objectives and lessons for individuals and groups on a daily, weekly, and long-term basis.<br>--- Provision for the development of understanding and competence in teaching techniques, including but not limited to:<br>. Discussion.<br>. Critical thinking, problem solving.<br>. Question - answer process.<br>. Controversial and sensitive topics.<br>--- Provision for the development of understandings and competencies in effective use of subject matter, including but not limited to:<br>. Organization<br>. Selection<br>. Presentation |





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| POLICIES | IMPLEMENTATION |
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| D,1, Continued: | . Application<br>. Interpretation |
| E. TEACHING OF READING<br>1. The institution shall provide a comprehensive course in the teaching of reading not to exceed 4 semester units or the equivalent in which the candidate will demonstrate a knowledge of various methods of teaching reading to a level deemed adequate by the Commission. | --- Understand the nature of reading.<br>--- Understand methods and materials for teaching reading skills.<br>--- Devise classroom techniques and materials that provide for diversity in pupil abilities and that also provide for ethnic and socio-economic factors. Use imagination in organizing instruction, and preparing and using appropriate materials to meet individual differences.<br>. Diagnostic and prescriptive teaching to provide for individual differences.<br>--- Understand theories, programs, and organization for teaching of reading.<br>--- Stimulate pupils' interest in reading.<br>--- Understand critical challenges for reading teachers, including but not limited to:<br>. Understanding of ethnic, socio-economic, and dialectal differences which can deter reading progress. |
| 2. The institution shall provide the candidate with experiences within the school setting. | --- Apply knowledge and skills of reading instruction within a school setting, such as laboratory and tutorial experiences. |
| 3. The institution shall require the candidate to demonstrate his ability to read. | --- Demonstrate fluent oral reading and his knowledge of word structure, comprehension, analysis of author's purposes, and flexibility. |